

# Walkable home neighbourhood food environment and children's overweight and obesity <sup>[1]</sup>

Proximity, density or price?

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**Source:** International Journal of Child Care and Education Policy

**Format:** Article

**Publication Date:** 31 Jan 2015

## AVAILABILITY

Full article online <sup>[2]</sup>

## Abstract

The rationale for this study sprang from the dissatisfaction expressed in many countries during the OECD reviews about the split in services. Because of the split, ministries had ceased to talk with each other: early education had tended to become a junior school and care a question of baby-sitting while mothers worked. In particular, the low qualifications of staff in child care and the suppression of children's natural learning strategies in kindergarten had become matters of concern. Examples of integrated systems were already available in the Nordic countries to show that such oppositions were not necessary. The integration of early education and childcare is often considered a question of auspices or administration. To the contrary, our analysis shows that to be successful, integrations must go deeper than this. As examples, integration is examined in some countries, in particular, in the forerunners, such as New Zealand and Sweden, and then in some of the newcomers, such as Brazil and Slovenia. Finally, conclusions and recommendations are provided.

-reprinted from *International Journal of Child Care and Education Policy*

**Region:** International <sup>[3]</sup>

**Tags:** integration <sup>[4]</sup>

kindergarten <sup>[5]</sup>

outcomes <sup>[6]</sup>

school system <sup>[7]</sup>

early childhood education and care <sup>[8]</sup>

school readiness <sup>[9]</sup>

social policy <sup>[10]</sup>

universal <sup>[11]</sup>

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